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ABSTRACT

The philosophy and differentiated staffing model governing the instructional program within three spacially open schools in School District 196 (Minnesota) are discussed. Spacially open schools are committed to achievement of curricular goals in the standard curriculum content areas including reading, language arts, mathematics, natural science, and social science. Each school is committed to an instructional environment that is intended to provide more pleasant, satisfying, humanized experiences for all youngsters during instruction. All schools intend that the instruction shall be flexible and attractive to individual pupils. The differentiated staffing model in the three schools is intuitive in design and implementation. The model in each school is essentially a five position model involving positions of team leader, team member, teacher intern, instructional aide, and unpaid volunteers. Within that model are the following similarities: each school has a designated teacher team leader role; the team leaders meet regularly with the principal; all teachers functioning in the team leader role have regularly scheduled daily interface with pupils; team leaders in each school are involved with interviewing and recruitment of staff members; each school has teams organized according to pods; and each open school has a stated commitment to attain cognitive goals of curriculum content and to upgrading pupil self-perception. The rationale and differentiation within each school is provided. (DB)

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A DIFFERENTIATED STAFFING MODEL

AND

STATEMENT OF PHILOSOPHY

FOR

SPACIALLY OPEN

ELEMENTARY AND JUNIOR HIGH SCHOOLS

PS 006507

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INTRODUCTION

In fall of 1970, classes began in the first of the district's three spacially open schools. At that time an enrollment of nearly 1200 pupils was housed in Parkview Elementary School. About the first of December that year, Diamond Path Elementary School was completed and 660 pupils moved from Parkview to Diamond Path Elementary School. In fall, 1972, classes began in Valley Junior High School with nearly 1000 pupils enrolled in grades six, seven, and eight. Valley Junior High School also is spacially open. By December of 1972, one-third of the district's enrollment were housed in these three open schools.

Preceding the opening of Parkview and Diamond Path, several teachers and Robert Ferguson (the only administrator presently in an open school who was on the staff in early 1970) visited spacially open schools in Cherry Creek, Colorado, suburban Minneapolis and St. Paul, Grantsburg, and Racine, Wisconsin as well as other selected schools throughout Minnesota. After these visits, and numerous weekly sessions, staff members developed procedures to initiate differentiated staffing and an individualized instruction program in the open schools.

This paper is drawn as an effort to describe the philosophy and differentiated staffing model governing the instructional program within three spacially open schools in School District 196. The rationale and staffing model in open schools will be discussed. This paper should provide a basis for evaluation of programs as well as suggest impetus to continue planning and development in both instructional facilities and instructional program.

THE OPEN SCHOOL PHILOSOPHY

In describing a philosophy for an open school, it is fundamental that the open school be delineated as spacially open schools rather than open schools in the sense of the British Free School. Spacially open schools are committed to achievement of curricular goals in the standard curriculum content areas including reading, language arts, mathematics, natural science, and social science. Using categories described by the National School Public Relations Association in a 1971 report on Individualization in Schools, the program in the open schools in District 196 can be best categorized as "individually diagnosed and prescribed wherein the school diagnoses and prescribes what the child will be taught as well as the materials and the learning objectives".* Each school however, has committed itself to an instructional environment that is intended to provide more pleasant, satisfying, humanized experiences for all youngsters during instruction. All schools intend that the instruction shall be flexible and attractive to individual pupils. Each open school purports to operate in a manner consistent with the life style of pupils enrolled. Activities designed for order and control are minimized. Activities designed to hold pupils interests are maximized. Flexible use of instructional space, instructional personnel, instructional materials are intended to contribute to these aims.

*A Publication of the National School Public Relations Association. "Individualization in Schools", 1971.

DIFFERENTIATED STAFFING; A BRIEF PERSPECTIVE

Differentiated staffing in educational literature is a popular topic. Reports of differentiated staffing vary in numbers of positions as well as expectations for positions. Lewis identified nine basic positions for differentiating the teaching staff plus two voluntary roles for a total of eleven positions. The Minnesota Project on Differentiating Staffing has examined seven projects involving differentiated staffing throughout the state. The Minnesota Project is a variation of a five position differentiation including teacher team leader, staff teacher, intern, aide, and volunteer. All discussions attempt to describe varying positions and expectations in an instructional program. All models allege that differentiation delineates varying role functions and expectations among the several roles. What is not clear however, is the method for generation of a differentiated staffing model.

In order for differentiated staffing to be defensible, it must grow from a careful analysis of roles within the instructional program. Before there can be differentiation among positions, there must be differing tasks requiring differing levels of expertise to perform. Before differing tasks can be defined, the instructional program must be examined to identify what tasks will direct pupils toward achievement of curriculum goals. Hence, a differentiated staffing model should begin with an analysis of the school's curriculum. Analysis will then lead to the forms of instruction that are most expeditious in bringing about attainment of curriculum goals. This process then identifies tasks necessary to instruction. The identified tasks will require varying degrees of skill, expertise, and training; hence, a differentiation among the personnel assigned those tasks. This kind of systematic approach is difficult, if at all possible to ferret out of the literature on differentiated staffing.

Further, there is danger that differentiated staffing may come about by a process the exact reverse of analysis. It is possible that differentiated staffing may come about by placing additional personnel in an already traditional instructional staffing model. In such cases alleged differentiated staffing grows by providing classroom teachers with aides, interns, volunteers, or other support personnel either certified or non-certified. Such models for differentiated staffing grow more from concerns for teacher welfare "making the job easier" then any analysis from what varying approaches to staffing may exist or may be explored. There can probably be but two sound reasons for initiating differentiated staffing. Differentiated staffing should occur because through a differentiation of roles and subsequently staffing those roles the achievement or schooling experiences of pupils is upgraded. Differentiated staffing may be a means to operating a program at a reduced cost without detracting from educational quality. Differentiated staffing then should be perceived as a device for a more effective use for resources toward improved quality or carrying on a quality program at a reduced cost.

DIFFERENTIATED STAFFING CHARACTERISTICS WITHIN SCHOOL DISTRICT 196

The differentiated staffing model in three spacially open schools in District 196 is intuitive in design and implementation. Compared to the literature, the model in each school is essentially a five position model; involving positions of team leader, team member, teacher intern, instructional aide, and unpaid volunteers. Within that model are these similarities:

1. Each school has a designated teacher team leader role. The role is formalized with an addendum to a teacher's contract carrying an additional non-renewable, $750.00 stipend. Teachers in the team leader role are expected to work an additional two weeks beyond the contract period.

2. In each of these schools the team leaders meet regularly with the principal. These regular meetings are convened to discuss all matters related to school affairs including operational procedures, curriculum, instructional strategies, and the relationship of the school to community.

3. All teachers functioning in the team leader role have regularly scheduled daily interface with pupils. No team leaders have either regularly scheduled release time or full supervisory schedules. The team leaders are essentially teachers with additional expectations.

4. Team leaders in each school are involved with interviewing and recruitment of staff members. It is unlikely a principal will offer a contract for employment without having the team leader interview and recommend the candidate.

5. Each school has teams organized according to pods. Within each pod are positions of teacher, teacher intern, instructional aides, and some of the pods have volunteers and student teachers.

6. Each open school has a stated committment to attain cognitive goals of curriculum content and to upgrading pupil self perception. Each school is committed to providing satisfying and pleasant experiences in day by day instructional process.

INSTRUCTIONAL STRATEGY SUMMARY PROFILE

Each spacially open school has attempted to design and implement an individualized instructional program. The program within each school was examined against 15 criteria from the Weisgerber scale. The principal discussed these criteria with staff members and a rating was entered. The Following chart, called; "Table 1, A Self-Analysis Profile of Individualization Status" shows ratings for each school. The numerals indicate the following:

1: The rating for Diamond Path Elementary School

2: The rating for Parkview Elementary School

3: The rating for Valley Junior High School

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TABLE I*

A Self-Analysis "Profile" of Individualization Status

(Check the column which is most characteristic of each item for *your* students)

Criteria	*Primary Influence*				
	School or Syllabus	*Teacher or Peer Group*	*Preplanned Programming Within Materials*	*Adaptive Technological System*	*Individual Learner(s)*
Time					
1. Rate of instructional presentation	____	____	1,2,3	____	____
2. Duration of study sessions	____	3	1,2	____	____
3. Frequency of study sessions	____	3	1,2,3	____	____
Subject Matter					
4. Choice of topics	1,2	____	3	____	____
5. Sequence of topics	1,2	3	____	____	____
6. Depth of study in topic	3	____	1,2	____	____
Mastery					
7. Selection of goals or objectives	1,2	3	____	____	3
8. Criteria for evaluation	____	1,2,3	3	____	____
9. Readiness for testing	____	1,2,3	____	____	3
Learning Methods					
10. Media or materials to be used	____	____	1,2,3	____	____
11. Extent of interaction with classmates	____	3	1,2	____	____
12. Types of learning activities	____	3	1,2,3	____	____
13. Instructional setting	____	____	1,2,3	____	____
14. Teacher role	____	____	1,2,3	____	____
General					
15. Overall program revision	____	____	1,2,3	____	____

*Weisgerber, Robert A. TRENDS, ISSUES, AND ACTIVITIES IN INDIVIDUALIZED LEARNING. (An ERIC Paper); ERIC Clearinghouse, Stanford University, Stanfor, California, 94305; page 6.

RATIONALE AND DIFFERENTIATION WITHIN EACH SCHOOL

The principal and team leader from each of the open schools have delineated the rationale, philosophy and differentiated staffing model as advised to each school. These are summarized in the following:

DIAMOND PATH

I. PHILOSOPHY

We believe by applying the following philosophy, a social community of children and adults will be consciously developed by the schooling experiences.

A. Every child has a need to know, a need to learn, to understand, to master, to order his world.

B. Each child is unique. Although he shares certain human characteristics with other children, he brings to school a unique personality, his own learning style, experiences, cultural heritages, deficits, gifts, and perceptions.

C. There is a potential for innovation and natural learning in each child which can be nurtured and developed.

D. Social-emotional development must accompany cognitive-academic growth. Opportunities for both must be available throughout the day.

E. An environmental of mutual trust and respect among children, parents, and professional staff provides the optimal learning situation.

F. The child is an active participant in the learning process rather than a vessel to fill.

II. GOALS

A. Humane Instructional Atmosphere

Learning is a continuing process. In order for this process to continue, the instructional atmosphere must be one where:

1. The child learns to be aware of and trust his feelings in order to be able to share his creative expression with others.

2. The child is encouraged to create and respond to beauty in all forms and expressions.

3. The child and the teacher become collaborators in the search for understanding and knowledge.

4. The child may acquire skills as he becomes ready for them and the acquisition of these become relevant to his activities and interest.

5. The child learns both independent study and work skills.

6. The child is continually self-motivating as a result of his success in learning and as he experiences and understands this kind of learning process.

7. The child learns to value the rewards of his own accomplishment.

8. The child develops a growing confidence in his competencies as a learner.

9. The child learns to view the adults in the school, not as authority people, but as resource people and guides to whom any child may turn for assistance.

B. Self Discipline

Children attain self discipline through rewarding and satisfying educational experiences. Order and control grow out of purposeful activity rather than arbitrary rule. The school aims to operate on the order of authority, not enforcement of authoritarianism. Children are motivated by accomplishment and satisfaction. Children are encouraged to volunteer for classroom responsibilities through such activities as preparing lunch count, writing P.T.A. notices, collecting money for drives, and participating in book clubs.

The teacher is responsible for the safety and well-being of the youngsters. Safety rules however, are decided on jointly as appropriate safety measure that all can live with.

C. Achievement Level

1. Cognitive

Primary emphasis is placed on attaining intellectual skills. The achievement is assessed through a testing program consisting of norm reference tests, criterian reference tests, and teacher prepared tests.

2. Affective

Assesses on feelings, emotions, attitudes, appreciation, interests, and values. These are maintained through an affective assessment test.

3. Psycho Motor

Physical skills and neuromuscular skills. These are maintained through a physical education program consisting of a physical fitness test.

III. POSITION DESCRIPTIONS

A. Team Leader

The role of a team leader is that of a career teacher. The team leader plans and coordinates unit or team activities, while meeting regularly scheduled groups of students. The team leader is responsible for demonstrating new materials and for keeping abreast of research and development. He helps plan and develop the instructional program of the building in conjunction with other team leaders. He serves as a liaison between the team staff and the principal, parents and others, and teaches members of the team, including beginning teachers and instructional aides.

As team coordinator, the team leader is responsible to the principal for planning and implementing the team's educational program. However, each teacher in the team shares fully in decision-making and takes initiative regarding the program of specific children. The team leader teaches children 95% of the time. Team meetings are held after school, which the team leader chairs. The team leader and teachers have an opportunity to pool their knowledge and cooperatively plan, carry out, and evaluate an instructional program for each child.

A team leader treats each member of the team fairly. He must be able to make decisions and implement instructional decisions. He must be able to recognize the strengths and weaknesses of his colleagues and orchestrate each one's potential for the benefit of the total academic program.

B. Staff Teacher

A staff teacher plans for and guides many children in cooperation with other team members. Teachers formulate objectives for each child, assess each child's progress, and use new materials, equipment, and instructional procedures. Teachers keep records essential to the educational program of the area, and inform parent of children's educational progress.

A staff teacher must have the ability to make a child feel he is valued and respected as a person, and where he learns to value and respect others.

The teacher must be able to choose from a wide range of available materials and to develop materials in the event the appropriate ones are not available. He should understand the basic concepts and skills in at least one broad subject field, be able to arrange a valid sequence of the content.

D. Interns

The intern engages in professional activities, not in routine or clerical duties. At first he observes but moves rapidly to responsibility at a level similar to that of a beginning certified teacher. He

teaches three-fourths of the time. While the team leader and teachers retain decision-making responsibility, the intern does implement decisions and participates in team meetings.

E. Instructional Aides

The distinguishing behavior of an instructional aide varies greatly and is directly related to the background and training experience of the aide.

Even though no common set of specific activities can be prescribed, there are some areas in which aides can participate. They may perform many housekeeping chores, connected with lighting, cleanliness, supplies, instructional materials, making lists of pupils, typing, filing, checking, recording, and duplicating materials. Also, an aide may provide assistance to children in caring for clothes, moving from one part of the building to another, or receiving attention from a specialist such as a nurse or social worker. Lunchroom and playground activities may also utilize the service of an aide.

With regard to individually guided education, teachers have found aides especially helpful with one-to-one, small groups, and independent activities. Aides always perform these tasks under the direct supervision of the teacher.

F. Teachers for children with SPECIAL LEARNING BEHAVIOR PROBLEMS

The SLBP teacher is responsible for early identification and instructing children with learning disabilities. These teachers indentify handicapped children, consult with professionals from contributing discipline, interpret their reports. SLBP teachers place pupils in the Ginn 360 Reading program and locate appropriate materials to an SLBP pupil's unique handicap. SLBP teachers interview and consult with parents; as well as assist the classroom teacher. Teachers are thus provided with methods of precision teaching to helping the child to better understand himself and to gain the hope and confidence necessary to cope with his handicap and start to overcome it.

The SLBP teacher will offer the student a coordinated and consistent program within the sequence of skills presented in the Ginn 360 while incorporating the specialized techniques that have been proven successful in teaching the learning disabled student.

G. Student Teachers

The student teacher is usually assigned to a room or team area for a period of 10 to 12 weeks.

At first he observes and gradually moves to those instructional tasks he can perform without assistance and other tasks of which he is capable and to perform with assistance those for which he needs further experience.

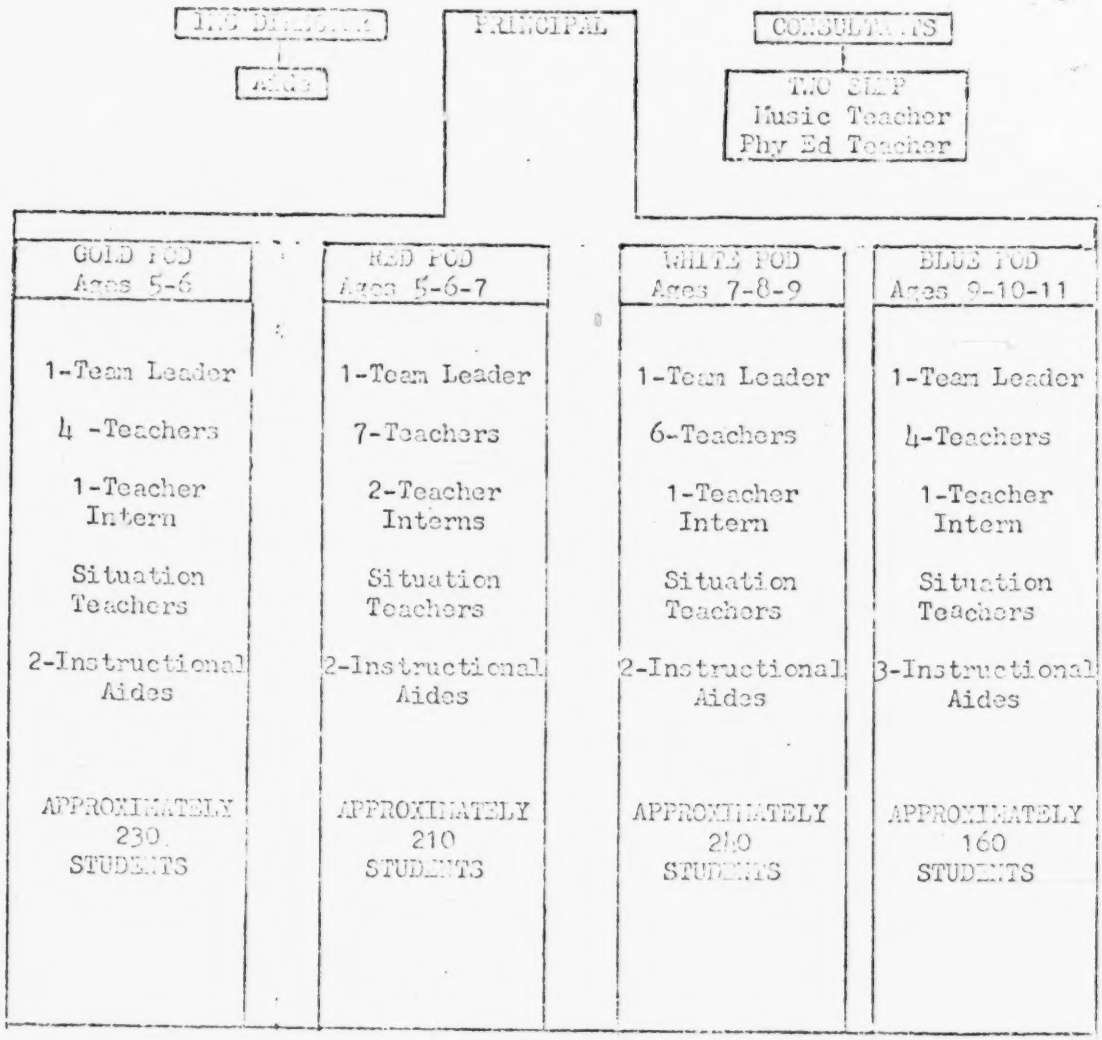
There is a direct partnership between the student teacher and the team leader or another staff member in planning, carrying out, and evaluating performance of a task. Planning and evaluating assistance only are given; and when the student teacher is ready planning, implementation and evaluation are carried on independently by the student teacher. The student teacher does not have a conference with parents unless the supervising teacher is in attendance.

H. Volunteer Aide

The volunteer aide is usually a mother, interested in education and a supporter of the school and the educational philosophy of the school. She is not reimbursed for her services. Teachers have found volunteer aides especially helpful in a number of ways, such as: checking papers, recording scores, filing, typing, helping the school nurse check eyes and ears, and reading stories to primary children. Volunteers always work under the supervision of a teacher. The volunteer aide also serves as a public relations person between the school and the parents.

IV. SCHOOL ORGANIZATION FOR DIAMOND PATH ELEMENTARY SCHOOL

A. Total Staff Organization



B. Red and Gold Pod Cluster Organization

The two pods work together in four teaching teams or clusters where children are placed according to individual reading level or assessed educational needs.

CLUSTER I	CLUSTER II	CLUSTER III	CLUSTER IV
1-Kindergarten Teacher	1-Kindergarten Teacher	3-2nd Grade Teachers	1-Kindergarten Teacher
1-1st Grade Teacher	2-2nd Grade Teachers	1-Instructional Aide	1-1st Grade Teacher
1-2nd Grade Teacher	2-Teacher Interns		1-2nd Grade Teacher
1-Special Ed. Teacher	1-Instructional Aide		1-Teacher Intern
½-Instructional Aide			1½-Instructional Aides
Approximately 80 students *	Approximately 140 students *	Approximately 85 students	Approximately 150 students *

* Approximately 30 students in AM and PM Kindergarten classes.

PARKVIEW SCHOOL

I. PHILOSOPHY

It is the right of every child in American society to have a rich, rewarding, satisfying array of educational experiences during his public school years. The instructional program at the Parkview Elementary School can accomplish that in an environment that attempts to identify the uniqueness of every child and provide a set of instructional experiences that are consistent with that uniqueness. The Parkview staff recognizes the responsibility to direct instructional activities toward the achievement of curriculum goals. But that can be done in a way that provides satisfying and rewarding experiences for each child. A satisfying instructional program exists to the extent that staff members are involved in planning and direction of that program. Accordingly, a fundamental element of the school's philosophy is involvement of team leaders and team members in planning and evaluating the instructional program. As children have the right to satisfying and rewarding experiences, staff members have a parallel right to a satisfying and rewarding environment for the practice of their craft.

II. GOALS OF THE PARKVIEW PROGRAM

A. To make learning as enjoyable, interesting, and meaningful as possible for each student.

B. To encourage students to become self-directing, responsible, motivated, independent, and adaptable.

C. To develop a program which emphasizes the mastery and utilization of fundamental basic skills and processes.

D. To create an environment which allows each student to become a happy, self-confident individual by encouraging a positive self-image.

E. To establish a curriculum and instructional system aimed at developing the full potential of each student.

III. POSITION DESCRIPTIONS

A. Team Leaders

Serve from 200 to 240 students. Receive $750.00 above schedule.

Functions:

Is responsible for total operation of the pod. Student discipline, team planning, supervises aides, teachers, interns, and student teachers, pod organization, pod records and information.

The team leader shall assume leadership in developing, executing, coordinating and evaluating a program of individually guided education in the unit.

The team leader shall provide leadership in the assessment of children's individual skills and progress, and coordinate placement of children in appropriate activities.

The team leader shall also:

1. Act as liason between the building principal and staff (and students) in his pod.

2. Meet and work with his staff, principal, and Director of Curriculum, to cooperatively plan and evaluate instructional procedures.

3. Work an additional ten days each school year.

4. Keep abreast of relevant research results and methods.

5. Stimulate the implementation of new instructional methods within the unit.

6. Cooperate with the administrative staff in the diffusion of procedures within the pod.

7. Supervise student teachers, interns, and teacher aides in assignment, evaluation, pre-service education in-service education, and all daily learning activities.

8. Cooperatively plan with appropriate personnel an in-service training program for certified staff.

9. Recommend to the principal, candidates for teaching positions.

B. Teachers

Serve from one to 40 students during a period of time. Receive salary schedule.
Functions:
Are responsible for student discipline, student achievement, and records of students assigned. Cooperates with team in planning organization.

C. Teacher Aides

Instruction - the teacher aides assist:

1. Individual students and small groups of students pursuing instructional activities which have been assigned and organized by the professional staff. Examples of this would be:

   a. assist in independent study in the classroom or learning center
   b. listening to students read
   c. drill in mathematics and
   d. spelling;

2. The teacher in the preparation, maintenance, assembling, and returning of basic instructional materials, supplementary materials, and instructional aids.

3. In the scoring of non-confidential and other objective exercises where a qualitative judgment is not required; collecting and organizing data and information as directed.

4. In the preparation of schedules, charts, and rosters.

5. In recording student grades and related information as directed by the professional staff.

6. In maintaining various files as directed by the professional staff.

7. In preparing, distributing and collecting forms needed by the professional staff.

8. In following a designated procedure for storing and checking books in and out, instructional equipment and other supplies brought into classroom, learning centers or resource libraries.

Parental Communication - the teacher aide, upon the direction of the professional staff, may contact parents:

1. For purposes of scheduling field trips, parent-teacher conferences, and seeking volunteer assistance.

2. To report student illness or detainment.

3. To collect information from parents such as reasons for lengthy and/or frequent absences or tardiness, securing permission for students to participate in extended day activities, etc.

Supervision - the teacher aide, as directed by the professional staff may supervise:

1. Children in putting on and removing outdoor garments, assisting those individuals who need special attention.

2. The movement of groups of children as is necessary within the school building or the school grounds or in field trips.

3. Students in a classroom or learning center.

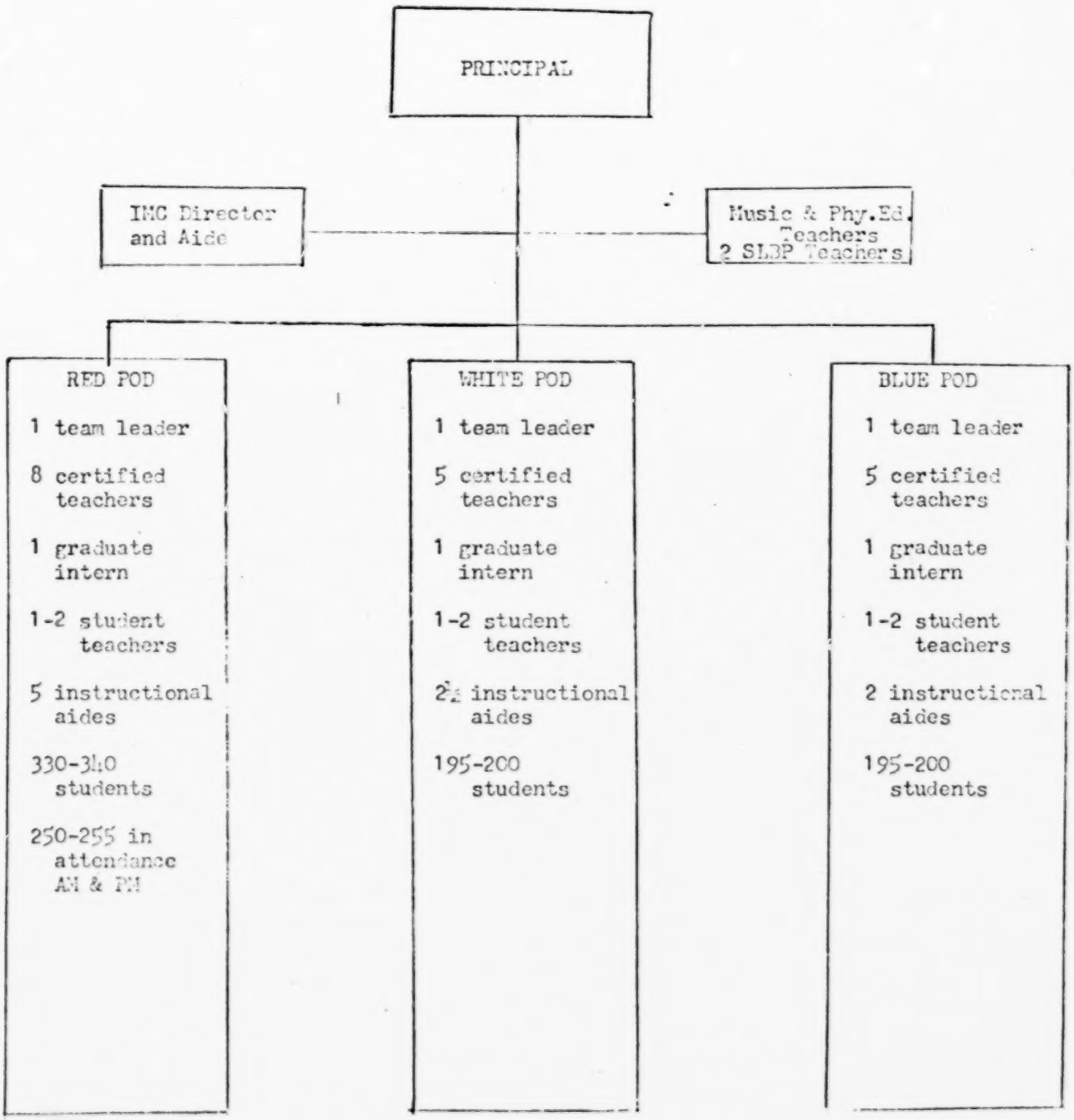
4. School lunch program, and further assist students in subsequent recreational and/or independent study periods during the lunch hour.

5. Assisting the certified personnel responsible for children on the playground.

D. Intern

Serves one to 40 students during a period of time, works three-fourths of a teaching day. Receives one-half of salary schedule.
Functions:
Same as teacher, but directly responsible to team leader and has three-fourths load.

IV. SCHOOL ORGANIZATION FOR PARKVIEW ELEMENTARY SCHOOL



VALLEY JUNIOR HIGH

I. PHILOSOPHY

Architecturally, Valley Junior High is an open school. The staff are seeking to develop a more open curriculum which provides both structure and alternatives for the individual student.

The open school concept deals with differing stages of child development through a variety of educational activities. The use of open space and unique teaching methods provides a better motivational environment. Large open spaces afford teachers and students opportunity to share in learning activities. The atmosphere is relaxed. Students experience freedom of movement to various centers. Learning activities are structured and facilitated by teachers, while various learning options are selected by the student in cooperation with their parents, and teaching staff. Progress reports are based upon time, motion and achievement or completion of designated tasks.

The success of Valley Junior High is totally dependent upon a differentiated staffing pattern with decisions regarding teaching-learning strategies being made by both teachers and students. Administration support facilitates the decision and learning process. If the responsibility for the individual's progress rests with the student and teacher, then freedom to make decisions involving the teaching-learning process, must exist for teacher and student.

Management Philosophy

In the staffing patterns followed at Valley Junior High, the strength of each individual is utilized to his maximum advantage. The system is based upon the following assumptions:

A. Physical and mental effort expended by teacher and student are of equal substance in the schooling experiences as work or play. Each is dependent upon working conditions.

B. External control and threat of punishment are not the best means to garner support for organizational objectives. Self-direction and self-control will be exercised by employees with threat or external control.

C. Commitment is a function of the rewards that follow achievement.

D. Under proper conditions people will not only accept responsibility but will seek it.

E. Capacity to exercise imagination, ingenuity, and creativity is widely, not narrowly distributed.

F. Generally intellectual and creative potentials of persons is only partially utilized.(1)

(1) McGregor, Douglas. The Human Side of Enterprise. McGraw Hill, 1960.

These assumptions allow the individual employee to participate in a dynamic rather than a static organization. For the individual, human growth and development is a high priority. At Valley Junior High the emphasis is on selective participation rather than absolute control. The individual has freedom and sequent desire to accomplish organization goals in creative, efficient and effective movement. Management policies are directed to foster self-direction, self-control and high motivation through developing organizational patterns and objectives.

II. GOALS OF VALLEY JUNIOR HIGH

A. To maintain a normal achievement level in the cognitive, affective and psychomotor development as determined by teacher designated evaluation and pre-determined national achievement test.

B. To create the school learning atmosphere in which students perceive the school environment as a relaxed, dynamic, exciting place of work.

C. To develop a self-disciplined, self-motivated student through encouraging participation in the decision-making process, high motivational techniques and emphasis upon the students responsibility for learning.

D. To develop a staffing model through cooperation of parents, students, staff and administration, in which student achievement and curriculum structure can be accountable at the appropriate employee level.

E. To develop a cost effective school model utilizing program budgeting procedures that demonstrate lower unit costs through differentiated staffing patterns, unique teaching-learning techniques and the special building designs of open space schools.

III. POSITION DESCRIPTIONS

A. Pod Leader

The pod leader is to assist the principal in the implementation of the functions of the school within the assigned area. The pod leader is directly responsible to the principal.

The team leaders shall have sufficient professional experience to provide a practical knowledge and understanding of successful teaching procedures, curriculum trends and the processes involved in meaningful curriculum change. His professional experience should be of broad enough scope so that the decisions which he makes will contribute to the total school curricular program in meeting the needs of the students.

The pod leaders specific responsibilities are as follows:

1. Act as liason between building principal and staff (and student) in the assigned areas.

2. Provides the opportunity for faculty and student input into the decision making process that affect the teaching-learning strategies in the assigned areas.

3. Communicate with fellow pod leaders through weekly meetings regarding new instructional units, cross-pod coordination of instructional units, and effective strategies used for motivation of students.

4. Recommend to the principal suggested instructional materials, textbooks and media that will be used by the teachers and students in his assigned area.

5. Within the framework of policy as specified by the principal, receives from each teaching sub-team an annual request for supplies, materials and equipment needed, collates all such requisitions from within the department, prepares the departmental requisition, then submits and justifies this requisition to the principal at the specified time.

6. Coordinates, resolves conflict, and facilitates communication, in and between all sub-teams within assigned areas.

7. Is involved in the screening, selection and interviewing of all new teachers as deemed appropriate by the principal.

8. Coordinates the assignments and evaluates the work of instructional aides.

9. Shall assume leadership in developing, exacting, coordinating and evaluating an individually guided Educational Program in the assigned area.

10. Assumes the responsibility for equipment, instructional materials, their care and maintenance, their distribution or assignment and use. (This further includes maintaining an inventory of all such instructional materials, textbooks, equipment, etc., for his area and submitting same to the principal upon his request.)

11. Assumes responsibility for the supervision of the work of student teachers and substitute teachers in his area.

12. Assists at every opportunity in the interpretation of the work of the school and his own area in both informal and formal public relations activities.

13. Promotes so far as possible the consistency of grading or evaluation practices and their interpretation.

14. Assists in the interpretation of and adherence to school policy by area members.

15. Assists through a continuing awareness and assessment of the work and effectiveness of the area and consulting with some regularity with the principal.

16. As requested and detailed by the principal, assists in the supervision of the work of the area staff through observation, working with teachers and making appropriate suggestions for enriching activities.

17. Recognizes, encourages and stimulates professional growth and initiative on the part of the staff.

18. Keeps abreast of trends and innovations in curricular matters and teaching procedures making such analyses and recommendations to the principal and/or staff as may be appropriate for consideration leading to the improvement of instruction.

19. Serves as first recourse in assisting teachers who are encountering classroom problems or difficulties.

20. Assumes responsibility for intra-pod communication and such other dissemination and interpretation of information as required by the principal.

21. Assists in the selection, encouragement, and implementation of special informal activities, such as club activities, assembly programs and career conferences.

22. Assists in implementing the guidance program within his area.

B. Professional Teacher

A teacher must play a peculiar role for which he needs special skills and aptitudes. His relationship with his students is of primary importance. The teacher, through daily contact with students, has a better opportunity to know their needs than any other member of the professional staff. Because of his professional experience, he is highly qualified to diagnose and prescribe personalized programs for each student, and to provide opportunities for his students to make decisions within a framework of valid alternatives. The teacher has primary responsibility for all phases of school operation directly affecting students.

At times his role will be an individual one, with the teacher making decisions concerning only his students; at times his role will be a collective one, with the teacher participating in decisions concerning students in his school; at times his role will be a representative one, with the teacher serving on or being represented on a district committee. At all times the teachers' decisions will be made within the previously adopted procedures and criteria.

The teacher also has a vital role in his relationship with his colleagues. He must constantly seek to upgrade his profession by self-evaluation and self-improvement and by encouraging his colleagues to maintain highest professional standards and goals. He recognizes varying areas of strength in himself and his peers and is willing to act as a resource person for his colleagues.

The responsibilities of the teacher are as follows:

1. Shall be the director of learning and teaching strategies for each individual child as assigned to him.

2. Will provide a learning environment so that the student maintains predetermined achievement levels in the cognitive, affective, and psychomotor skills.

3. Will actively participate with pod leader with input into the decision making process as determined by school policy.

4. Work with team members in a constructive way with an open communication system.

5. Attend and participate in meetings as determined by pod leader and school policy.

6. Recommend to pod leader instructional supplies, textbooks and media materials needed for the teachers instructional program.

7. Works with and structures immediate duties of instructional aides assigned to the class.

8. Is responsible to the pod leader and principal for care and local storage of audic visual equipment and supplies.

9. Shall maintain consistency in grading and evaluation practices that are in agreement with building and district policies.

10. Work with the home room program and area guidance program as determined by building policies.

C. Teaching Interns

The intern engages in all professional activities of the professional teacher and is under the direction of the pod leader.

The pod leader provides the opportunity for the intern to experience all duties of the professional teacher. This is accomplished in a learning situation while under three-quarter assigned teaching time.

The intern is a full member of a teaching team and participates in the decision making process as the building policy dictates.

D. Area Specialist

The use of a highly skilled specialist, such as a commercial artist, scientist, or carpenter under the direct supervision of a professional teacher is an important position in the staffing pattern. This individual is not a Minnesota certified teacher, but highly trained or educated in a special skill.

The specialist will work with and provide learning opportunities for a limited number of students in a special area as the professionl staff dictates. He will not participate in overall evaluation or general planning-decision making of the teacher but will work with special skills under a product oriented task system.

E. Instructional Aide

The instructional aide is under the immediate direction of the individual teacher and supervised by the pod leader and principal. The duties vary in each of the areas assigned with a single purpose of enhancing the learning environment of the individual child.

General statement of duties:

1. To assist classroom teacher in all instructional activities.

2. To suggest and prepare instructional materials.

3. To review and reinforce lessons initiated by classroom teacher.

4. To aid the classroom teacher by working with small groups of individual children in some activity so the teacher can work with a large group.

5. To work with large groups of children so time is available for the classroom teacher to work with small groups of individual children.

6. To contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music).

7. To participate in daily and long-range planning with colleagues.

8. To guide children in attempts to work harmoniously with other children in the class.

9. To alert the teacher to the special needs of individual children as requested.

10. To assist in the preparation of paints, class bulletin boards, the cleaning up of work areas.

11. To assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running).

12. Reading to a child or a group of children, listening to a child or a group of children, talking to a child or a group of children, assisting with audio visual aids.

13. To develop in children an awareness of good health practices.

14. To provide experiences for children which will stimulate their curiosity.

15. To give special encouragement and aid to the child (adjustment to school, development of communication skills).

16. To be a source of affection and security to the children.

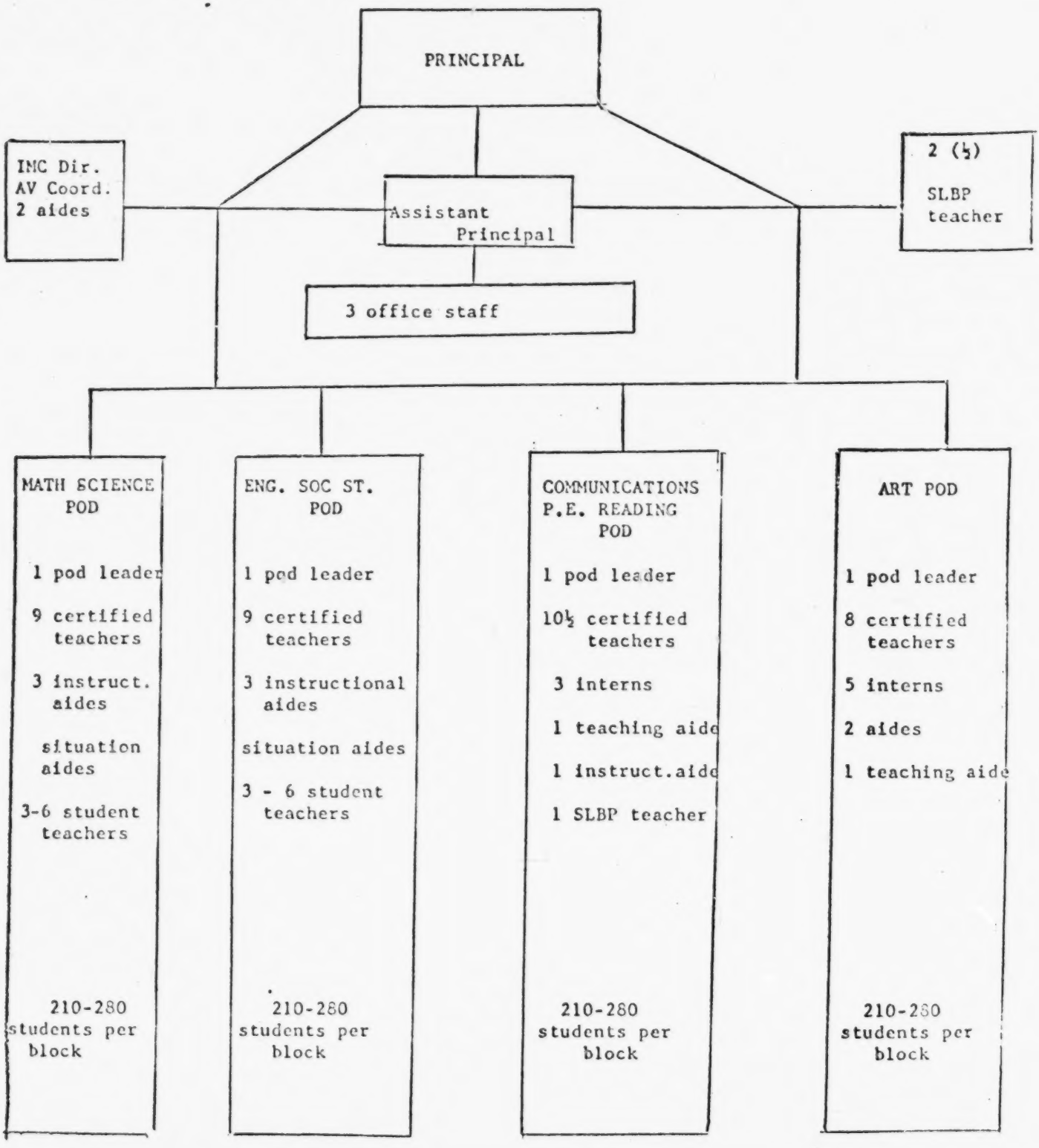
17. To assist the teacher in necessary clerical work (daily list of absentees, completion of required forms)

18. To assist teachers in initiating and maintaining open lines of communication with school community.

19. To act as a resource in the supervision and training of educational assistants.

20. To perform related duties as required.

IV. SCHOOL ORGANIZATION FOR VALLEY JUNIOR HIGH



I. POSITION DESCRIPTIONS RECORDED AT DISTRICT PERSONNEL OFFICE

A. Teacher Team Leader

The team leader shall assume leadership in developing, executing, coordinating and evaluating a program of individually guided education in the unit.

The team leader shall provide leadership in the assessment of children's individual skills and progress, and coordinate placement of children in appropriate activities.

The team leader shall also:

1. Act as liason between the building principal and staff (and students) in his unit.

2. Meet and work with his staff, principals, the director of elementary education and director of curriculum, to cooperatively plan and evaluate instructional procedures.

3. Work an additional 10 days each school year.

4. Keep abreast of relevant research results and methods.

5. Stimulate the implementation of new instructional methods within the unit.

6. Cooperate with the administrative staff in the diffusion of procedures within the unit.

7. Supervise student teachers, interns, and teacher aides in assignment, evaluation, pre-service education, in-service education, and all daily learning activities.

8. Cooperatively plan with appropriate personnel an in-service training program for certified staff.

B. Teacher Aides

1. Instruction

The teacher aides may assist:

a. Individual students and small groups of students pursuing instructional activities which have been assigned and organized by the professional staff. Examples of this would be: assist in independent study in the classroom or learning center, listening to students read, drill in mathematics, drill in spelling, etc.

b. The teacher in the preparation maintenance assembling, and returning of basic instructional materials, supplementary materials, and instructional aids.

c. With a special talent such as the ability to plan an instrument, a strong background in art, etc., which can be utilized to assist teachers in instruction.

d. In the securing, preparation, and operation of instructional media as directed by professional staff. Auxiliary Staff will operate machines and devices on which they have received training.

e. By procuring materials relevant for use in units or topics of study as directed by the professional staff.

2. Clerical

The teacher aides may assist:

a. In taking of classroom attendance and maintaining permanent attendance records.

b. In ordering and sales related to the food service.

c. In the collection of money and accounting for same.

d. In the scoring of non-confidential and other objective exercises where a qualitative judgment is not required; collecting and organizing data and information as directed.

e. In the preparation of schedules, charts, and rosters.

f. In recording student grades and related information as directed by the professional staff.

g. In maintaining various files as directed by the professional staff.

h. In preparing, distributing and collecting forms needed by the professional staff.

i. In following a designated procedure for storing and checking books in and out, instructional equipment and other supplies brought into classroom, learning centers or resource libraries.

3. Parental Communication

The teacher aide, upon direction of the professional staff, may contact parents.

a. For purposes of scheduling field trips, parent-teacher conferences, and seeking volunteer assistance.

b. To report student illness or detainment.

c. To collect information from parents such as reasons for lengthy and/or frequent absences or tardiness, securing permission for students to participate in extended day activities, etc.

h. Supervision

The teacher aide, as directed by the professional staff may supervise:

a. Children in putting on and removing outdoor garments, assisting those individuals who need special attention.

b. The movement of groups of children as is necessary within the school building or the school grounds or in field trips.

c. Students in a classroom or learning center.

d. The school lunch program, and further assist students in subsequent recreational and/or independent study periods during the lunch hour.

e. Assisting the certified personnel responsible for children on the playground.

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National School Public Relations Association: Differentiated Staffing In Schools. 1201 Sixteenth Street Northwest, Washington, D.C. 20036, 1970. (Education USA, Special Report, 47 pages).

Wilson, L. Craig. The Open Access Curriculum. Boston: Allyn and Bacon Incorporated, 1971. (297 pages).